THE

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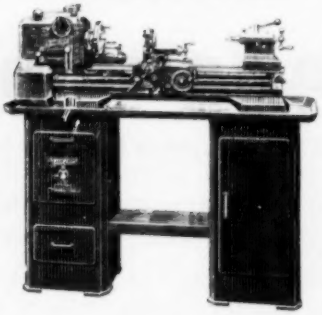

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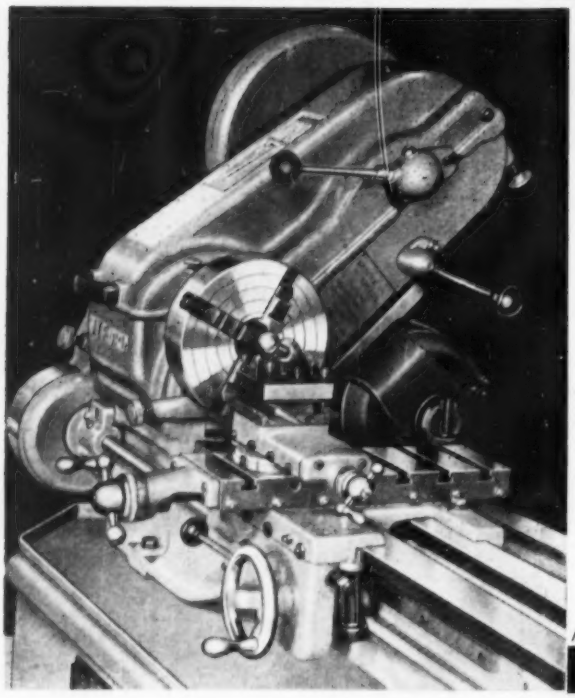

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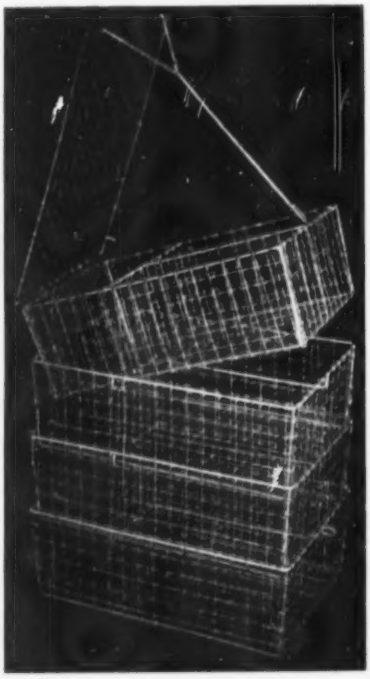

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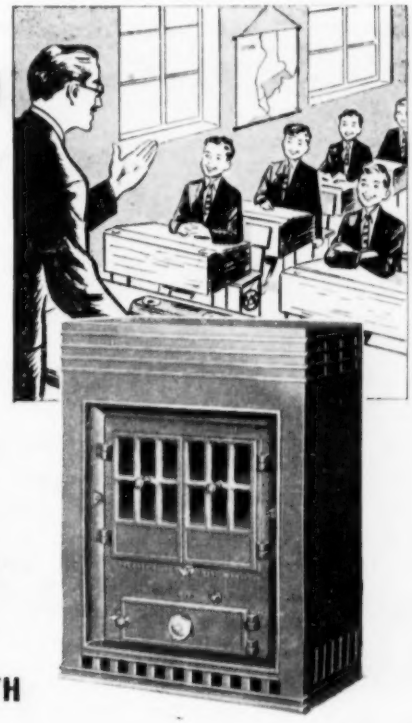

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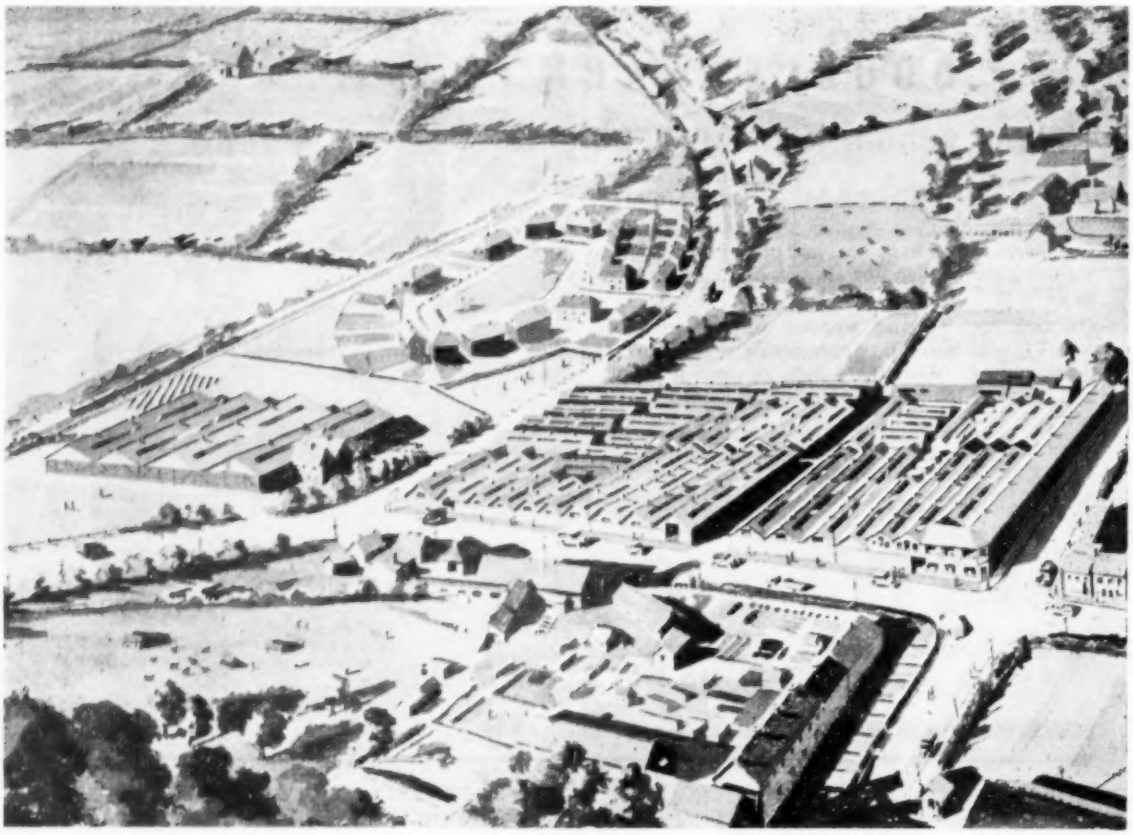

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No. 3,335. Vol. CXLV. June, 1953

Have we made Progress during the Past Year ?

The Presidential Address of Mr. C. L. Bott, M.Sc., A.M.I.Mech.E. (*Principal, Southport Technical College*) *to the Forty-fourth Annual Conference of the Association of Teachers in Technical Institutions.*

Our President last year, in his address said : " The need for a realistic attitude towards the country's economic crisis is not disputed ; the call for economy cannot, however much we may wish it, be resisted at all points." These words still hold good. Have we made progress during the past year, in spite of difficulties ? Can we do better during the coming year ?

Secondary Technical Schools.

In the sphere of secondary technical education very little progress appears to have been made within recent years. Although these schools were, on paper, transformed into Secondary Schools from Junior Technical Schools under the 1944 Education Act, a mere change in nomenclature could do very little in carrying out much-needed reforms. Too little careful thought has been put into the question of exactly what these schools are to do. We all agree that they should have the opportunity to develop sixth form work. What of the large number of pupils who are either not suitable for this type of work, or have other soundly conceived ideas in mind ? We would all agree that it should be possible for many, if not most, of the pupils to sit for the General Certificate of Education Examination. But what type of a G.C. examination ? Are curricula and syllabi to be governed by the present G.C. syllabi and examination ? Technical Colleges have for years welcomed students, both on full-time and part-time bases, for further training, and large numbers of them, who have made progress mainly because of the special treatment of subject matter in the Junior Technical Schools, have continued to make excellent progress and have attained high positions in industry and in the field of Further Education. These young people who require the practical rather than the theoretical approach must not find that, due to over-emphasis on academical and theoretical aspects, inadequate provision is being made for them. We need technologists—they will need technicians and other skilled assistants—and many of them.

Under the 1944 Act the Technical Secondary Schools were to be housed in their own buildings. Some have been fortunate enough in this ; others are still housed in Technical Colleges. Much time will elapse before all are adequately housed and equipped to carry out a vital job of work. Whilst this slow process of re-housing the schools is going on, more time than has been spent must be spent on ensuring the closest correlation and co-operation with the Colleges. The equipment required to carry out Secondary Technical School work adequately is expensive and the higher the standard, the more the expense. Close links with the Technical College, so that pupils may have the use of apparatus which it would be uneconomical to duplicate, and so that apprentices may attend courses at the College which follow naturally those provided at the school, should be forged to be sound and strong from the start.

It must be assumed that students in Secondary Technical Schools are, and will be even more so, of widely varying mental capacity and with widely varying aptitudes and desires. It will be essential to cater for roughly three groups of students :

Those with a mental capacity which enables them to take delight in, and make progress in, the academic field should be trained with a view to their proceeding to a university or technical college and eventually taking a high position in the field of technology, or entering some kind of research establishment in the technological field.

Those who need the stimulus of a more practical type of training, with this different approach, can still reach a very high standard (*e.g.*, such students, who although not suitable for Grammar School type of training, have passed through Junior Technical Schools and have finally obtained degrees or membership of professional bodies).

Those students who will not reach the level of those in the other two groups, but who can be trained as technicians or lower grade technologists. In no case should it be assumed that any student is being trained merely as machine fodder.

With these aims in view the Secondary Technical Schools should develop so as to serve the community over a wide field of activity, and it should be possible to ensure that there is an effective and continuous education, either from the Secondary Technical Schools and leading to a University qualification, or from the Secondary Technical Schools through the Technical Colleges, leading to the qualifications of the various examining bodies or other national qualifications.

It should also be realized that not all students in Secondary Technical Schools will require, or be capable of obtaining, a General Certificate of Education, and that to ensure that standards of attainment are properly maintained suitable internal examinations should be available, and that some kind of school leaving certificate should be issued which will certify satisfactory attendance at the school and indicate the standards of attainment.

Education and Apprenticeship.

It was originally envisaged that Secondary Technical School leavers should take up employment in industry, preferably as apprentices. The progress which has been made and the further progress in secondary education which is desirable on the lines indicated above have, unfortunately, not been accompanied by the necessary changes in the conditions of apprenticeship to enable the whole of the product of the new Technical Schools to be absorbed satisfactorily into industry and commerce. The larger firms and, in general, the more progressive smaller firms have produced fairly comprehensive schemes of apprenticeship and industries and the Trade Unions have supported these schemes. Few, if any, of these schemes have gone as far

as to prescribe conditions of apprenticeship, particularly with regard to the age of admission to and the duration of apprenticeship. This poses problems of a vital nature to students in Secondary Technical Schools. On the one hand many wish to continue their full-time education beyond the age of sixteen years, and on the other hand many are not due to complete the recognized course until they reach the age of sixteen years or over. As long as it is a necessary condition that, for ordinary apprenticeship, boys shall not be more than fifteen years nine months or sixteen years old, then both boys and parents will, in the first case, have serious doubts as to the advisability of the boys continuing in full-time education beyond the agreed entry age, to apprenticeship, particularly if they cannot feel certain of success in obtaining a qualification which will enable the boy to obtain employment with the required prospects, and, in the second case, who can deny the great temptation for parents to decide on premature withdrawal from the course. The time is surely much over due for those working in the technical field, both on the educational and the industrial side, to meet to formulate a policy which will recognize the necessity for so integrating education and apprenticeship that the way shall be open for apprenticeship to start at a later age where full-time training in a Technical School or College has been carried on. It is not for me to discuss whether the period of apprenticeship should be shortened, or whether the age of completion should be deferred. These are factors to be determined in the light of the requirements of the various industries.

Our national problem, which is being intensified as each day passes, is to ensure that all work done, whether for home consumption or for export, is of the highest standard of quality. All manufactured articles must not only be fit for their purposes, but must also appear to be so. Nothing shoddy in either design or manufacture can be allowed to go out under our name. By quality only can we maintain our supremacy, in industry and trade, over other peoples. However much the abilities of our technologists and technicians may be improved, the onus is on the craftsman to produce a product worthy of the care and skill previously applied to it. Craftsmen must, therefore, be not only skilled in their own technique, but must also understand the principles behind all that they do. Furthermore, they must be adaptable to cope with new ideas and methods. But what of the majority of workmen below the craftsman level? Here is the group who provide the greatest problem from the educational standpoint, and the needs of the highly-trained technologist, technician or craftsman must not be allowed to obscure the necessity for training at this lower level.

Since the earliest days of industry it has always been considered that the responsibility for training workers lay with employers. Conditions under which industry now operates have changed so much during the present century that firms find difficulty in providing the training themselves, and look more and more to the Technical College to take over this task. This means that education and training are now a composite requirement. To make this work really valuable to the general mass of young workers, there must be sufficient incentive and provision of a type which will make it apparent that the education and training received are of value to the recipient. The Colleges provide trade courses for this purpose, both in part-time day release classes and in evening classes. The increase in the number of trade courses available has done much to ease the problem, but, unfortunately, the available rewards have not, in my opinion, been given sufficient thought. Is the City and Guilds Full Technological Certificate much easier to obtain than a Higher National Certificate? Is the ordinary City and Guilds Certificate within the powers of attainment of the greater number of young workers? The answers to these questions can only be—No. Is the insistence on passes in all subjects of a group course preventing many students from making progress in the aspects of the training for which they have particular aptitudes? From wastage figures available the answer is apparently—Yes. Dividends would be earned by giving serious thought to providing courses which would give, not only a broad aspect of the trade, the principles underlying it, and the historical background, but also certification of those aspects of the training for which the student has particular aptitude even if, in certain cases, the aptitude is only manual.

National Certificates and Diplomas.

When considering the education of technicians and technologists below degree level, the schemes for National Certificates and Diplomas come first to mind. These schemes originated as tri-partite schemes, the parties being, in each case, the College, the Board of Education, and the sponsoring Professional Body. They have progressed on these lines, the content and requirements being continuously modified as circumstances demanded. Our Association has always considered the Colleges to be equal partners with the other bodies, and that the setting of examination papers and marking of scripts by College Staff and the trust placed in the staff has reacted to the benefit of Colleges, giving them a status of which they could be proud and an invaluable experience in assessing the value of their teaching. There has, however, been a tendency recently to have conditions imposed without consultation, and this can only detract from the harmonious working of the partners to the schemes. There has also been pressure put on Colleges to use the examination facilities of the Regional Examining Unions. Not all of us are agreed on the advisability of this in general. For smaller Colleges or Departments, when numbers of

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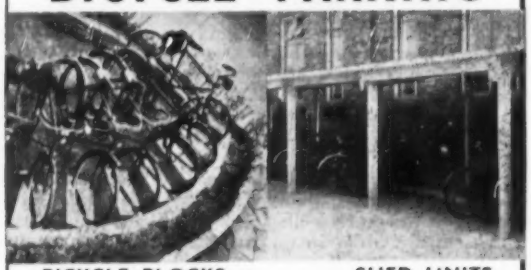
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students and staff are few, the advantages of using the Regional Unions may outweigh the disadvantages. This does not alter the fact that it should be for a particular College to decide which method of examination it shall use and that no pressure should be imposed by higher authority to use either the one or the other.

Probably the greatest step forward has been made by the provision of sandwich courses. Many of them may yet be considered as experimental schemes, but both education and industry are being convinced of the use of a scheme which further ensures a sound integration and correlation of works and College training. Such courses should provide personnel of a type which could not be provided merely by expansion of the other schemes. Whether the courses should be works based or College based and the thickness of the sandwich are at the present time under consideration by a number of Colleges and Industries. There is little doubt that these problems will be solved and that the scope and number of the schemes will be extended to the benefit of students and the community as a whole.

Higher Technological Education.

It has been realized for some considerable time that industry has not been provided with an adequate number of highly-trained technologists. The Universities concentrate more on the study of pure science and on fundamental research rather than on applied science and the practical applications of the results of their research programmes. For the Universities to be expanded to be able to provide for the training of technologists would be a difficult matter. The building programme and the financial provision required could only be considered as a very long term plan. In addition, there is the doubt as to whether the Universities could re-orientate their outlook sufficiently to regard technology with the fervour that is required. This does not mean to say that the Universities have no part to play in the provision of Higher Technological Education. It merely means that at the moment, and for many years to come, the Universities cannot meet all needs. The Technical Colleges are ready and willing to take their part in this necessary work, and however much University provision may be expanded, the Colleges have that tradition which can enable them to do work complementary to that of the Universities in this sphere.

The National Advisory Council was set up to review the position and issued a report about which we all know. The last Government, in a White Paper published in 1951, accepted the recommendations of the Report. The present Government, whilst accepting the recommendations regarding improved financing of Technical Colleges, rejects out of hand the idea of a College of Technologists and a distinctive award of degree equivalence. The report of the Advisory Council stated that it was not opposed to the setting up of a University of Technology, but emphasized that the immediate necessities would be better provided by the Colleges if granted the new award. In spite of this, the Government is still not prepared to reconsider its decision with regard to the Award, and is proposing to place further resources at the disposal of the University of London for the major expansion of the Imperial College of Science and Technology. As far as can be seen from statements published, the effect of this expansion will not be felt before 1962, and will result in an increase of only 1,400 in the student population. How many extra trained technologists this will produce is problematical. In addition it must be remembered that there is a large number of technologies which the Universities have considered to be outside the scope of their activities; and yet these technologies rank with the others in their importance to the industry of the country.

Shortly after the Government announced its policy for Higher Technological Education, Circular 255 was issued. This circular gives an outline of the arrangements, but the only clear point is that Grant will be made at the rate of 75 per cent. instead of 60 per cent. on net recognized expenditure on approved courses and research. The conditions laid down appear to exclude the many and make the arrangements applicable to the few. The statement that a College already providing a course leading to a degree will not necessarily rank for increased grant is hardly understandable. Is it considered that an increase in volume or standard is not necessary here? Arrangements such as these can do little to solve a pressing problem. It is to be hoped that the National Advisory Council, and other bodies working with it, will be able to find a means which will secure the approval of the Government to enable the Technical Colleges to play their full part, a prerequisite of which is that there shall be an award of national status equal to that of a degree, otherwise there will be little incentive for students to enter courses leading to it. Such an award as this would give the necessary importance to the various sandwich courses, which, as has been said earlier, have the support of both industry and education.

Whither Technical Education?

Just over fifteen months ago, Circular 242 was issued calling for economies without disturbing the essential fabric of education. Unfortunately, the effect of the circular was that many who ought to know better immediately assumed that the service was extravagant. And yet if the payment for salaries, goods, etc., and the average cost of education for the present time are compared with those of pre-war, it can only be concluded that the service is more efficient now than then. Although all aspects of education have been affected by this circular, it is probable that the greatest sufferers, as far as Technical Education is concerned, are the Colleges and Departments for Commerce and for Women's Work. In some cases the blow has been very

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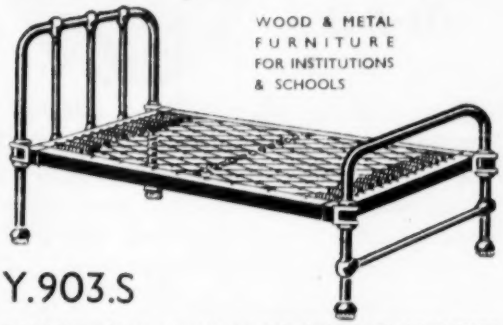

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heavy, but even if the only result were a halt in expansion, the effect is serious; for an organization to be live and effective it must expand; to remain static is to become moribund. This country depends on its Commerce. The results of industry must be distributed through commercial channels. What use is it to make if the product cannot be sold? Where should we be without our invisible exports? This country depends on its women as wives and mothers. The Colleges and Departments of Women's Work provide the vocational training required by wives and mothers and prospective wives and mothers. If the work done in these Institutions is not vocational, what is? We cannot afford to let this work either decrease or remain static. It is essential that, under present circumstances, the utmost economy must be exercised, but this must be allied to maximum efficiency. One wonders whether the required effect could not be better obtained by the streamlining of organization and control, both inside and outside the College.

The foregoing remarks do not cover all aspects of education or even of Further Education. During the past year we have been vitally concerned with academic and personal freedom; with the problem of the provision for the study of "humanities" as an integral part of the various courses in craft and technology; the questions of salaries and superannuation have exercised our minds and will continue to do so during the coming year. These and the other many problems which have and will arise we shall attack on the lines of the declared policy of the Association. There are, in addition, a number of thoughts which I must express. Although, as was to be expected, we have had setbacks and disappointments, we have endeavoured to do and, I think, succeeded in doing a good job of work. It is vital that, in our contacts with others, we should concentrate on emphasizing our progress and not our reverses. We are judged by our words as well as by our actions. Let people know what our job is and that we are doing it, not only to the best of our ability, but with no mean success. In the midst of our efforts for our own professional status and freedom, let us remember that freedom can only go hand-in-hand with responsibility and high moral integrity, and let us strive to emulate the workman portrayed in Ecclesiasticus:

> The smith also, sitting by the anvil
> And considering the iron work
> . . . . . .
> His eyes look still on the pattern of the thing that he maketh;
> He setteth his mind to finish his work,
> And watcheth to polish it perfectly.

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Importance of Technical Education

"Care for young people is the motto of these years," said Sir Ben Bowen Thomas, Permanent Secretary of the Welsh Department, Ministry of Education, at the Jubilee Celebration of the Abersychan Technical Institute. Arrangements were made to guide them to the most suitable jobs through the Youth Employment Service.

Technical Education was making great strides in order to increase their efficiency at work and to help them to secure promotion and professional advancement; the Service of Youth, with its clubs and centres, was providing them with a great variety of opportunities to help them to grow in physical health and public spirit, while local welfare work was helping to restore those who strayed in the paths of delinquency to a healthy relationship within the community.

The importance attached to technical education by the Ministry of Education and Local Education Authorities in Wales was being increasingly matched by the eagerness of parents, trade unionists and employers. All agreed that, in the long run, the early years of young persons in industry should be regarded as a continuing stage of their education, and, as such, kept under generous supervision.

Burnham Committee

"London Area" Allowances.

At a meeting in London on May 29th, the Burnham Technical Committee had before them the Report of the Tribunal set up by the Main Committee in 1951 to consider and make recommendations relating to the "London Area" and territorial allowances. The Committee decided to recommend to the Minister of Education that as from September 1st, 1953, the Burnham Further Education Report, 1951, should be amended so that the area within which the London salary addition is paid shall be the City of London and Metropolitan Police District instead of the existing "London Area." This recommendation has been submitted to the Minister of Education.

New Chairman of Committee.

Sir Malcolm Trustram Eve has decided that his other duties make it necessary for him to relinquish his appointment as Chairman of the Burnham Committees, and at a meeting last month, the Burnham Main Committee formally elected Lord Percy of Newcastle to be their Chairman.

The Right Hon. Lord Percy of Newcastle, P.C., has been elected President of the Royal Sanitary Institute. Lord Percy has held several high offices of State including those of Parliamentary Secretary of the Ministry of Health, President of the Board of Education and Minister-without-Portfolio, and has been Vice-Chancellor of the University of Durham and was for many years Rector of the Newcastle Division of the University.

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Training College Lecturers at the National Film Theatre

A lecture on "The Artist in the Film Industry," given by John Huntley of the British Film Institute to an invited audience of lecturers in training colleges, concluded a series of three presented at the National Film Theatre on the South Bank under the joint auspices of the University of London Institute of Education and the Film Institute. The other lecturers have been Denis Forman, Director of the Film Institute, and Dr. Roger Manvell, Director of the British Film Academy.

The success of the lectures may be judged by the increase in attendance at each successive lecture, and before introducing the speaker on the last of the three occasions the Chairman, Mr. R. Williams of Shoreditch Training College, recalled the purpose of the series. He said that nearly two years had passed since the British Film Institute in association with the Institute of Education had called together those in the Training Colleges who were interested in films and in film appreciation. From that successful meeting had come a small sub-committee to plan future developments in this aspect of teacher training and there had followed a one-day Conference on "Educating the Film-Goer." It had become evident that the training colleges had a responsibility to provide the stream of teachers properly equipped to tackle this work in the schools; but where in the colleges were to be found the lecturers themselves so equipped? The sub-committee realized that the only way was to arrange a full course in the coming winter for members of training college staffs, and the present short series of lectures was intended to set the scene for the longer course, which would comprise twenty or more evening lectures on the historical development of films, contemporary film production and sociological aspects of cinema. "We are being conditioned in readiness for the winter course," said the Chairman, "and this conditioning is being very successfully carried out."

In the first lecture of the trio, given some weeks ago by Denis Forman, the nature of the film medium was defined and its relationship to the older arts considered. The lecturer said that he would like to call the cinema the Cinderella of the arts, but in fact it was a less sympathetic character. "It is the plutocrat, the parvenu," he said, "for while the fine arts in Western Europe at least are generally supported by the State or the Municipality, the cinema supports the State in this country alone to the tune of about £40 million annually." The system of presentation, too, was curious. "The film ration is there to take, and you get 'Hamlet' one week and 'The Idol of Paris' the next in the same cinema. But the system has this virtue, that ten or a dozen times a year there come along films of real quality—in recent months 'Limelight,' 'Singin' in the Rain,' 'The Quiet Man,' 'The River,' and 'High Noon,' and to such films the cinema gives access for the whole industrial population—not the tiny audience of the theatre but about 70 per cent. to 80 per cent. of the population."

In the course of his lecture Denis Forman showed a number of film illustrations, including, by way of experiment, a scene from Paul Dickson's "David" played silent with an unrehearsed piano accompaniment by Arthur Dulay, pianist to the National Film Theatre, followed by a repeat of the same scene with the original track in order to illustrate the contribution of speech and natural sound. He also showed a unique film record, made by Douglas Fairbanks, senior, of Pavlova dancing the Dying Swan.

Commenting on the recent technical developments in cinema, Mr. Forman said that there was no reason why we should be tied to a two-dimensional rectangle, and although we must expect a year or two of trial and error there existed no inherent obstacle to the imaginative and sensitive use of the new resources. "One must add, however, that if they fail to find the key, the new media will not last indefinitely as a nine days' wonder. There is a limit to the potentialities of cinema on ice."

Roger Manvell, giving the second lecture, admirably demonstrated the range of expression of film with a series of extracts, including an unpretentious but shattering newsreel of an atom bomb test explosion and the last scene of William Wellman's "Strange Incident." He found film a terribly easy thing to fall in love with, because of its vitality and even because of its vulgarity. He suggested that the legend of the star was in a way a sort of popular poetry. "When we have fallen in love with film," he added, "we want to work in it and to meet the people in it and to help build up the audience they want."

John Huntley gave a gentle warning to those in his audience who were taking a serious interest in cinema for the first time. He reminded them of Dobson and Young's advice to those approaching music, that ten minutes was enough the first time. "People often say to me," he said, "that they think films are wonderful and go on to say how much they enjoyed 'Henry V' and 'Hamlet'; what they mean of course is that they like Shakespeare. When the film is dealing with something they know already they can accept it as a medium of expression, which is rather different from liking the cinema." Among the extracts he used (which also included a wildly funny scene from an unnamed Chaplin film of the 'twenties) was one which served as a deliberate test of his audience. "This film has in it all the things you probably dislike most about the cinema," said Mr. Huntley, "it is raucous, violent, in the most aggressive Technicolor, has music by Gershwin at his most overwhelming, and is a musical; but it bears the stylistic stamp of an individual talent—that of Vincente Minnelli." The extract was the long ballet sequence from "An American in Paris." The lecturer's closing words to his audience were a plea: "if the only film you have really enjoyed in this series of programmes was 'Henry V,' then please, please, don't take up film appreciation teaching."

The Chairman in his closing remarks paid tribute to Miss Egan of the Institute of Education, who had nursed the sub-committee along, to Denis Forman for his leadership and vision at the Film Institute, and to Stanley Reed as architect of the scheme of which the lectures were a part.

Work of the School Medical Officer

The results of over forty years of school medicine had been most remarkable and that very success had perhaps blinded the members of the service to the need for a fresh orientation, said Professor Alan Moncrieff when lecturing at the London School of Hygiene and Tropical Medicine last month.

Professor Moncrieff said he would like to see the school doctor playing a more definite part in the life of the individual school. He should be concerned with the programme for physical education and the related field of remedial gymnastics.

The whole question of the teaching of biology in school and the related problem of sex education, he added, should bring the school doctor in for consultation if not, in certain cases, for a more active role. School hygiene, infectious diseases—including colds—ventilation, the school meals service, lighting, desks and seats, and the playground all presented aspects in which school doctors could take more interest and provide important help which was often lacking to-day.

The annual report of the National Playing Fields' Association, states that in spite of the Ministry of Education's withdrawal of financial assistance to playing field schemes the association completed more than 100 playing fields and more than 150 playgrounds in 1952.

National Association of Head Teachers

Presidential Address by R. E. MONTGOMERY, B.Sc., *at the Fifty-sixth Annual Conference.*

The duty of all people engaged in the work of education is to take their full share in the spiritual, mental, moral and physical development of the community.

We, as Head Teachers, always have this duty in our minds.

The position of the Head Teachers is one of great responsibility. They, by the daily conduct of their many duties, have a greater influence on their pupils than any other teachers in the schools.

Freedom in Schools.

When we compare our system of education with those of other countries, we have sound cause for satisfaction. As a nation, we dislike regimentation and distrust uniformity. The policy of this country, as directed from the Ministry of Education, allows perfect freedom to the Head Teachers to manage their schools, and this, in its turn, should make us provide the best facilities we can for each child to develop its own personality.

What must we teach? In the first place we have to teach the rudiments of learning; there must be included in our scheme the basic necessities of reading, writing and calculation. And how must they be taught? There is a diversity of method, and the teacher has freedom of choice. We welcome this freedom, for teachers are individuals, and will get the best results from the methods most suited to their temperaments, and will be less efficient if constrained to follow devices in which they have no confidence. Sound teachers will be skilled in many methods, and will adapt their styles to their subjects and their classes. Let us remember that methods of teaching are but the roads leading to the goal of knowledge; the reaching of the goal is more important than the way to get there. In these days, we hear a great deal about activity methods; they appeal to children as a form of play, to discover things for themselves. But do not let us pretend that the acquiring of knowledge must always be amusing and pleasing. There is no need to be indulgent to our children, in permitting them only to do the things they like. It is well to remember that acquiring knowledge is a discipline and that things can still be learnt even if they are not, of themselves, palatable. There is a place for attractive activity to discover new facts, but there must also follow consolidation periods to remember and to use the facts that have been discovered.

We must do far more than teach our pupils the rudiments of reading and calculating. We must train them to read with understanding, to read much more than the words set before them, to read what is inferred and what is omitted, to weigh the facts and form their own inferences. In short, we must teach them to think for themselves. This is a vital matter in a country that prides itself on being a democracy, for we cannot allow our citizens to become the victims of propaganda, whether of politicians on platform or in the press, or of advertisements staring at us from every hoarding telling us that something or other is essential for our well-being.

The Need for High Standards.

We must also try to make the children sound critics of their own efforts, and instil into them a dislike of slipshod work and slovenly speech. To do this, we must give them a sound basis of judgment by putting them in touch with the best standards. Many of the more enlightened education authorities, particularly in the large centres of population, set a grand example in this direction by providing for schools performances of first rate orchestras, ballets and plays, and also by arranging for schools special displays at museums and art galleries.

We must also put them in touch with good books, and through the books, with the thoughts of great writers. But first class books and good materials are expensive, while in some cases the capitation allowances are pitifully small. The removal of Purchase Tax from educational supplies would be of considerable help in the problem of improving quality, and it should not be above the capacity of two government departments, education and treasury, to put their best brains together to devise the method of removing the incidence of Purchase Tax from the Schools. To all of us, it must appear illogical for the government to calculate its percentage of educational grant in one department, and leave it to another department to recover part of it.

It will be generally agreed that we should set a high standard by putting our pupils in touch with what is first class in books, materials, music and art. How much more is it essential that they shall be in contact with first rate teachers, with men and women of a good standard of education, fired with enthusiasm to extend their own knowledge and impart some of their zeal to their pupils.

Development of Character.

With keen, capable and contented staffs in the schools, how shall we hope to influence the characters of the children? If we have been successful in our teaching methods, we should have developed in them the habits of curiosity and imagination, a willingness to look at a problem from all angles, and toleration for the viewpoint of others.

Children are wonderful imitators; we should therefore expect them also to be ready to show sympathy for the less fortunate, and to offer practical help in time of need. We should hope that they would be prepared to offer their services for the good of others; in this, teachers generally set an example both in the athletic and social life of the school, and in the outside world.

The School Community.

As we are given freedom in the conduct of our school, so we shall allow a measure of freedom to the children, but they must learn, as we already know, that the privilege of freedom is accompanied by responsibility. They must be prepared to give of their best at work, and they must conduct themselves in a way that will bring the greatest contentment to the whole school community. This same community spirit can be fostered in the playing field where the children must be trained to give of their best for the side—compared with this ideal, victory and defeat are immaterial.

We shall hope that the children will acquire a desire for knowledge, and a realization that education has not come to an end with full-time attendance at school or at the university. This would appear to be an extremely difficult objective, for it is a lamentable fact that, at the present time, organized adult education extends to a very small portion of the population. Yet the adult, who has experience in the world of work, is far better equipped for further study than the immature child, and can therefore extend his education at a much more rapid rate.

We must remember that other factors affect the growing child, and that the influence of the home is even stronger than that of the school. Even before the child enters school his training at home will have established standards of speech, cleanliness, behaviour to others, self-control, co-operation and obedience to authority. Parents have great responsibilities in the proper training of their children, and it is deplorable to be forced to admit that far too many parents do not face up to these responsibilities.

Many factors lead to this distressing situation. There is

the decline in the standard of public morality which is made evident by the increased number of divorces and family separations; in these upheavals, it is always the children who suffer most. Then again, there are large numbers of mothers who go out to work, and it is not always necessity that is the underlying reason why they do, but too often the desire to seek company and variation in factory or office. With this kind of parent, there is the mistaken idea that school is the place to send children, not mainly to be educated, but to be minded, to be given milk, malt and meals, and kept under careful supervision until mother returns home. When she does return, she is often too tired to give her child the loving care that makes it feel contented and safe. There are also parents who, perhaps through some superficial reading about repressions, inhibitions and complexes, find it impossible to correct their children and so allow them to do as they please.

All these children come into our schools, together with those from good homes whose early training has been excellent. It is our task to weld them together into a happy and harmonious community, and to develop a corporate spirit. This is a task indeed. Our school family includes all types—the constructive and the destructive, the only child and the member of a large family, the obedient and the defiant, the generous and the greedy, the cruel and the kind. The problem is full of difficulties and the path is not always easy and direct. Within our large family, there must be a workable rule of life, based on law and order.

At one time it was fashionable to tell students in training that all they had to do was to make their lessons interesting, and all the children would then be filled with a great enthusiasm for learning. More recently, the suggestion is to allow the children to take an active part and find out for themselves. Within limits, both ideas are sound, though we must remember that many things need learning which have no intrinsic attraction. But what do we do about the child who is really lazy?

In recent times, there has been much advance in the study of the mind, and we now have the ancillary services of psychologists and psychiatrists to whom we send some of our problem children. From them, we expect to learn not only *why* the child acts in a peculiar manner—more often than not, we know that already—but we want to know *how* he can be trained to fit in with the rest of the school. But not every difficult child needs to be sent to the psychologist; there still does remain the naughty child who may need correction.

In school, discipline is vital, but it should be a reasoned discipline. The days are happily gone when children were frightened of school because it was the place where they passed their days in a state of dumb subjection, for fear of physical violence. But in any well conducted community, there must be leaders to give orders, which must be accepted and obeyed by the others. All will go well when the leaders are held in great respect, and the orders have the approval of the great majority. Such is the state of affairs we should like to have in our schools.

Sometimes punishment will be necessary. It can take many forms—a lecture from the Head Teacher, detention, an additional piece of work, the withdrawal of privileges, corporal punishment. Whatever form is used, it should appear to be just to the one punished, otherwise it is harmful in the extreme. Of the various methods, corporal punishment has been selected for much publicity. This matter can be left with safety in the hands of the Head Teachers, who know their children, who appreciate the effects of various punishments, and who, realizing their position in *loco parentis*, are not likely to abuse the trust placed in them.

In training the children to take their place in the school community, we shall teach them that they owe duties to the larger communities of the country and to the world as a whole. We must also teach them of their duty to God. Spiritual education is a vast theme, and I can only touch upon one or two points. The 1944 Education Act specifically instructs Head Teachers to hold a daily school service, and it is well for us to remember that for most of our children these services are their only occasions of communal worship. To help us in our teaching we are glad to have available many Agreed Syllabuses published by various education authorities, which help us in planning our work, and yet leave us ample scope for individual selection. For parents who want their children to have denominational teaching, there is the privilege of sending the children to appropriate voluntary schools. Others go to Council Schools which, presumably because they were not founded from Church funds, have sometimes been described as "Godless." Could any word be less accurate? In all my knowledge of Council Schools, I have not yet found one where religious instruction was not given sanely and reverently, but admittedly with an absence of dogma.

School Buildings.

Now let us turn our thoughts for a moment to the buildings in which we work. Most of them were built between 1870 and 1910, so massively constructed that they have stood the test of time; many have been largely adjusted to present needs. What a contrast they form to some of the delightful new schools with their modern furniture, bright colourings and spacious rooms and halls, the pride of their occupants and the envy of all the rest.

A new trend can now be seen in school building, particularly in large centres of population, namely the erection of Comprehensive Schools. These emerge from the requirement of the 1944 Act to ensure education fitted to the age, aptitude and ability of the child. In theory, these schools contain the answers to so many of our current problems; it would no longer be necessary to make definite decisions on the types of education for children by external examination at the age of 11+; it would eventually be possible to eliminate the 11+ test altogether; there could be easy transfer between courses within the school, thus catering on the one hand for late development, and on the other hand removing the stigma attached to transfers in the opposite direction, and the children would spend their years of secondary schooling in a large community which would be a true cross-section of the world at large, and that dull and bright children would benefit by this close contact.

But there persist certain misgivings in the minds of those who think deeply on these schools. If the 11+ test is eliminated, it would appear that an objective test would still have to be given on entrance to place the children into suitable courses. Is it really easier to transfer within a multi-streamed school than between various schools? It is not only necessary that the less intelligent should benefit; the able child must be kept at full stretch in his work; and in the school societies in which the able child is more likely to play a leading part, he may easily find that modified effort will be enough to give satisfaction. Will such a school provide individual opportunity for all, or will the less assertive tend to become one of the herd, to follow a lead without thought?

If these misgivings can be removed, then many who are at present in some doubt will move in favour of their general adoption. The only way is to experiment widely in different parts of the country, and to allow the results of these experiments to be fully and frankly made public. This Association is in favour of such experimentation, but feels it is not wise to commit in advance any part of the country to a wholesale transfer to Comprehensive Schools. One further point is certain: every comprehensive school must contain a grammar school stream; there is no point in merely making larger and larger modern schools.

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CONTENTS

	Page
HAVE WE MADE PROGRESS DURING THE PAST YEAR?	347
IMPORTANCE OF TECHNICAL EDUCATION	350
TRAINING COLLEGE LECTURES AT THE NATIONAL FILM THEATRE	352
WORK OF THE SCHOOL MEDICAL OFFICER	352
NATIONAL ASSOCIATION OF HEAD TEACHERS	353
MONTH BY MONTH	356
COMPREHENSIVE SCHOOL QUESTIONS	358
S.G.C. FORUM	358
ILLITERACY	359
TECHNICAL STATE SCHOLARSHIPS, 1953	360
POINTS FROM PARLIAMENTARY QUESTIONS	362
FILM STRIPS REVIEWS	362
SCHOLARSHIPS TO PUBLIC SCHOOLS	364
STUDY BOX ON EDUCATIONAL METHODS	364
BOOK NOTES	366

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Month by Month

Reform of Words and Measures.

THE withdrawal by Mr. Pitman and Mr. Follick of their Spelling Reform ended a brave, if not in all respects a judicious, attempt to do something by legislation which may never perhaps be otherwise done. The promoters took their action on receiving an assurance from the Minister of Education that any competent research organization investigating "possible improvements in the teaching of reading by means of a system of simplified spelling" could rely on her interest and goodwill. Any organization so concerned would have to secure the willing co-operation of local education authorities, teachers and parents, who must presumably "associate themselves" with the research. It is unusual, if not indeed unprecedented, to require the association of parents in educational research. Such association may be highly desirable, but one may point out that it has never been insisted upon before. One may ask what would have been achieved in the field of educational research if it had been insisted upon that nothing should be done without the co-operation of parents. The promoters of the Bill have now invited the National Foundation of Educational Research, the Scottish Foundation for Educational Research and the University Institutes of Education to undertake this research singly or in groups. Great Britain might learn something from France in the matter of procedure in this matter. The spelling of the English language is something which concerns the whole nation and on a much wider front than the teaching of reading to infants. It may be doubted if even the most obvious and necessary spelling reforms will ever result from the research now proposed.

Mr. Follick has now called attention to the need for a change in our commercial dealings and in our education from the present use of fractions to the decimal system. Here too a matter of great practical and commercial importance was dealt with solely as a matter of classroom teaching and on the narrowest possible issue. The decimal system is known and taught at the appropriate age to all children in all schools in England. Such teaching, however, gets us no nearer to a national repudiation of our numerous and bewildering scales of measures and the adoption instead of the decimal metric system. What is needed is nothing less than the discontinuance, as from a definite date, of the use in industry, trade and commerce as well as in schools, of the present measures—or an end to all talk about change. The saving in time and labour in the schools would be tremendous, nor would such saving end with the schools. This is not a matter for the slow solemnity of educational research. All that is needed is that common sense should be allowed to triumph over conservatism and that the necessary legislation should follow. It was by legislation that the use of metric system of weights and measures was made permissive in Great Britain in 1897. The precedent was thus created for the necessary amendment or repeal of the Weights and Measures Act, 1898. It would be interesting to know how many Chairmen of Education Committees and Chief Education Officers could give a correct list of all the weights and measures in use in this country.

Teachers' Pension Payments.

A SINGLE word, a monosyllable, uttered by the Minister of Education last month shattered whatever hopes retired teachers may have entertained of a much needed change in the way in which their pensions are paid. Major Anstruther-Gray, M.A., asked the Minister of Education in Parliament if she was prepared to re-consider the question of paying pensions to retired teachers monthly instead of quarterly. Miss Horsbrugh's reply simply was "No"! Government has failed signally to reduce or even to stabilize the cost of living. All who have retired on pension suffer ever-increasing inconvenience and hardship as they try from their reduced incomes to meet living expenses which still do nothing but rise. They find it almost impossible to budget three months ahead and there seems to be no sound reason why they should have to do so. The method of paying teachers' pensions seems to be strangely anomalous. Retirement and other pensions under the National Insurance Acts are paid weekly. Service pensions are paid monthly. So too are the pensions paid to retired local government officers. What can be done for these pensioners can and should be done for retired teachers.

* * * *

School Terms and Holidays.

BRITISH Chambers of Commerce throughout the country have been considering proposals submitted to the Association of British Chambers of Commerce by the South-Western Development Association on changes in the school year. The proposals are eminently sensible but that does not mean that they are free from difficulties. The primary purpose of the South-Western Development Association is to secure cheaper holidays. Its enquiries have shown that this purpose can only be achieved if holidays are spread over a longer period in the summer. Schools examination dates and the August Bank Holiday are given as the two main obstacles. The Association has now formulated proposals. They are that the academic year should coincide with the calendar year and that there should be four standard terms of ten weeks each. This would give four holiday periods, two of a fortnight and two of a month—from 12th to 26th March, 5th June to 3rd July, 11th September to 10th October, and 19th December to 2nd January. Examinations would be held shortly before Christmas each year. The benefits of the scheme both to holiday makers and to holiday resorts would be obvious and very considerable. It is for educational interests to discover and make known both the advantages and disadvantages which would accrue to those for whom the educational system exists. The Association states that where their scheme has been tried it has proved successful and acceptable. They claim, and many will agree, that the summer holidays are too long for both children and parents and that examinations come at a bad time for the pupils under the present system.

Such a scheme as is mentioned above would, as its authors state, mean "a complete upheaval in the academic world." The practice and requirements of the universities dominate the grammar schools and since 1945 there has been a very considerable if somewhat unnecessary alignment of "modern" and other secondary schools with grammar schools in holidays, dates of terms and examinations. The proposals could only become effective if the universities would alter their arrangements. They would have to select their entrants in the Autumn Term. Selection for Grammar and other Secondary Schools would have to take place in the Summer. One difficulty, which is not even mentioned but which is greater than that presented by the August Bank holiday, is the incidence of Easter. This is a moveable feast and is observed as a holiday as well as a holy day. There is general agreement among Church Authorities that Easter could be made a fixed festival without raising any ecclesiastical difficulties. Everyone in fact is agreed that Easter should be fixed but no one will take any step to fix it. Unless Easter is fixed, a term might actually start on Easter Monday or it might start in Holy Week and the schools would close in the following week for Easter. The alternative is to dissociate the Easter Bank Holiday from Easter and to substitute for it a purely secular holiday, as is the August Bank Holiday. Easter would then cease to be observed nationally and officially by any public holiday. It does not however necessarily follow that such a step, which might appear to be anti-religious, would have any adverse effect upon the religious observance of that great Christian festival. It is even possible that it would be beneficial to its better religious observance.

* * * *

University Awards.

IT looks now as if there may develop an agreed and uniform procedure for the making by Local Education Authorities of University Awards, as a result of the issue earlier this year of a note of procedure agreed by those

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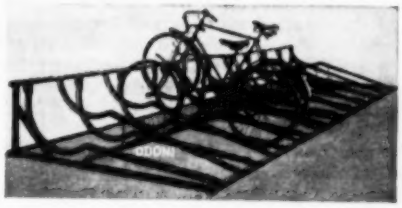

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authorities and the universities. All candidates who have passed in two or more subjects in the General Certificate at advanced level and have been offered a university or college place should be regarded as *ipso facto* eligible for a local education authority award. The Authority will get and consider information about each candidate from the Examining Body, the University or College and, where necessary, the School. The Authority will appoint an interviewing panel—which should be small and expert in composition to recommend for (or against) awards in particular cases. The panel will have before it private and confidential reports which it will treat as such. Examining Bodies will classify candidates as A, B, C, and D. Candidates classified as A and B in not less than two subjects shall be qualified for major awards. Candidates not so qualified shall be considered in the light of an interview and school report. Such candidates shall be given an award, unless interview or report are unfavourable and provided that candidates with no subject classification above D shall be considered mainly on interview and school report. The taking of Scholarship Papers in the General Certificate will no longer be required.

Comprehensive School Questions

At the May meeting of the L.C.C. Miss C. Fulford asked the Chairman of the Education Committee:

"(i) Does he not consider that it is essential to have well-qualified staff for the new comprehensive schools?

"(ii) Are not academic standards bound to suffer unless the highly qualified staffs of the county grammar schools are willing to transfer to comprehensive schools?

"(iii) Has an inquiry been conducted by the Council in this respect, and, if so, with what results?

"(iv) If no such inquiry has been made, would he not institute one through the organizations representing respectively head masters and head mistresses and assistant masters and assistant mistresses in the county grammar schools, before any undisclosed danger actualizes into irreparable damage?"

Mr. R. McKinnon Wood replying, said the answers to (i) and (ii) were in the affirmative. In regard to (iii) and (iv) he said that at the earliest possible stage the staffs of each grammar and other school likely to be affected by the opening of a comprehensive school are fully informed of the proposal and that they will be given an opportunity to transfer to the comprehensive school if they wish. He had every confidence that the full co-operation of the highly qualified staffs referred to will be obtained. He saw no need for a general inquiry of the kind suggested but thought that each proposal should be dealt with in good time as it arises.

The answer was also "Yes" to a later question by Miss Fulford who asked:

"Will county grammar school masters and mistresses who are willing to transfer to comprehensive schools retain the same professional and traditional freedom as they have now?"

The International Workers' Education Centre, which was founded last year by Unesco at the Chateau de la Brévière in the Forest of Compiegne, France, opened again on May 30th and will remain open till August 29th. The centre was founded to permit experts in workers' education, active within the framework of the various national movements and international organizations, to meet with one another, to exchange information and to compare their experiences and points of view on teaching methods.

S. G. C. FORUM

Correspondence on any phase of education and its administration is invited for this column, but all letters must be authenticated by the signature of the writer, though a nom de plume *may be used for the purposes of publication. The inclusion of a letter, however, does not necessarily imply that the Editor agrees with all the statements made.*

Modern Language Teaching.

To the Editor, SCHOOL GOVERNMENT CHRONICLE.

SIR,—I was very much interested in the article entitled "Education for Living: Contribution of Modern Language Teaching" in your issue for May, and would like to make one or two comments on the writer's statement that "it would be useful to clarify the question of the optimum age for beginning language instruction and to examine what scientific basis there is for beginning the teaching of a second language at a relatively early age in the primary school."

I submit that this has all been settled. Evidence from international kindergartens all over the world shows that a second language (as speech) is most easily learnt or absorbed before the age of eight. There is no such thing as a difficult language to a child, and in the natural process of language learning it is not any one language that is consciously used, but speech. A child brought up to speak dialect and "standard," or two or three languages, including that of its parents, often does not realize until later life that it is bi- or tri-lingual: it simply knows that it speaks in one way to one person and in another to another.

In the kindergartens and primary schools I have in mind—the latest record is from Addis Ababa—English is not formally taught, but used. Progress in the case of the youngest children is approximately *pari passu* with progress in the vernacular but naturally varies according to the time and practice given to the "second" language. In Istanbul, children of many nationalities attending school only in the morning become as proficient as English children of their own age in about nine months. This is after three hours a day of English environment. Reading and writing, and study of the language as distinct from learning it, can then begin.

Our evidence shows that from about the age of ten the ability to absorb a second language by a natural process declines. The Secondary School period is the worst for language learning because the child is too old for the natural process and too young for the intellectual. From about seventeen, a determined boy or girl under favourable conditions can learn a language, with the addition of reading and writing skills, and possibly translation, as quickly as a young child.

But age is always bound up with other conditions. "Optimum age" cannot be considered alone, but must be related to teacher, number in a class, text-book, etc. For example, small children in India learn remarkably quickly any language that is used with them, but in the absence of perfect speakers of English acquire the imperfect utterance of their teachers.

To put the matter briefly, experience in various parts of the world proves that early childhood is the best time for the learning of a second language as speech, after which the child can advance in further study of the language as he does in his native tongue. But in early childhood as at other ages there can be no satisfactory results where the teachers are without an easy command of the language as spoken by educated users of it.

Yours faithfully,

E. V. GATENBY.

Faculty of Arts,
University of Ankara,
Ankara, Turkey.

Illiteracy

BY JUNIUS.

In these days of economic stress, we are told that all is not well with our educational system. The average end product is supposed to be poor value for the money expended. In short, the system is alleged to be costly and wasteful. There is no doubt that certain of its features are costly. Anything which involves wage earning is indeed proportionately costly. One has only to peruse the day-to-day schedules of costs and the time sheets to notice that. The rise is not so marked among the salaried classes—the teachers and administrators. In his presidential address to the Association of Education Officers, Mr. S. Hirst reminded us that in terms of equated money values there had been little or no increase in the costs of education over the last fifteen years and he further remarked that it was easier for the son of a dustman to enter a university than the son of a doctor. If Mr. Hirst's statement regarding costs is true, and there appears to be no reason to doubt it, then it could be argued that if educational standards bear any relation to cost, we have been marking time for the last fifteen years and we enjoy the educational service that we deserve.

Retrospect

Let us, for the sake of argument, survey in retrospect the conditions obtaining in the schools pre-Hadow, remembering that in some all-age schools the conditions have undergone little change during the last fifty years. The employer of labour appointed most of his employees from the senior schools. There were very few scholarships to the grammar schools and these were highly competitive. In one small North country town of 20,000 inhabitants, the boy who gained the grammar school foundation scholarship with a mark of 83 per cent. was unplaced in the County Council scholarship for two years in succession and during those years no one in that town gained a County Council scholarship. So most of the bright boys and girls remained in the combined junior and senior school and the employers had a great regard for the products of that school; and even to-day many of them cannot appreciate the fact that vital changes have taken place and the senior school, now secondary modern, no longer retains the major proportion of the brightest children conceived in terms of Intelligence Quotients and Verbal Abilities.

The insignificant few who managed to rub shoulders with the fee-paying pupils of the grammar schools soon found they had struggled into a new economic, social and educational world. They were likely to enter the ranks of the professional classes and even if devoid of the usually expected financial backing, could at least enter the cheapest of all professions, the Ministry or the Teaching Profession.

The Hadow Report

But the introduction of the Hadow Report changed all that. There had been signs of rumblings before this, but Hadow provided the spark to the gunpowder. Hadow's intellectual sub-divisions inside the age groups pointed the way to the fulfilment of Froebel's gospel of individual work. Montessori had shown it possible in the infant schools. Hadow by a process of selection, had helped to restrict the limits of the 'spread' of intelligence to the class and had thus reduced the collective intelligence of all the members to something approximating to that possessed by the average child in that class. Hence, by travelling at the speed of the average child the teacher was synchronizing the work of the whole class. The next step would be to provide the necessary tasks to enable each pupil to proceed at his own pace and thus to implement the principle of realistic individual work.

Cross Selections

Hence, unless there were cross selection, the groups would be segregated for the usual bread and butter subjects and assembled for community efforts. The old dodges of hiding among the blue-eyed and floating along by a judicious arrangement of copying were now too transparent to escape detection. The illiterate was in his own pen and thrown upon his own resources. He was known and given the necessary attention—unless his case was discovered to be hopeless and then he was referred to the appropriate authority. If his case were found to be such as to render him incapable of profiting by education associated with the work of the normal school, he would be examined by a medical officer, who would presumably consider the various reports on the case submitted to him and pronounce accordingly. The case might be one for the attention of the special school, or in the lower reaches the occupation centre. The examining medical officer might be neither a psychologist nor a pscyhiatrist, but recognized as a certifying officer on the results of a short course dealing specifically with the examination of children for purposes of ascertainment, direction or compliance with the statutory leaving age. There are, of course, safeguards provided by the right of appeal to the Ministry, which might involve a challenge of the diagnosis and a re-examination by medical officers acting under the auspices of the Ministry.

Action of the Parent

In his heart no parent likes to be reminded of inferiority either on his part or on the part of his family and in the latter case he tends to regard the diagnosis as a slur on himself. So he looks around for a scapegoat and the school and all connected with it come within the barrage of his criticism. He may side with the school against the local education authority and join the choir which incessantly chants about the inferior school conditions, including the large sizes of classes. But, in the end, all this activity, designed to implicate others, finds him left with his own particular problem and it is only when he decides to settle it himself by home coaching that he grasps the situation—the incapability of his offspring to display average intelligence. The expected capacity is non-existent and the parent will have to be satisfied with a much lower standard of attainment.

But lack of capacity or dullness is not the only cause of backwardness or—keeping to this particular field—illiteracy. There are sociological and physiological factors which directly affect the problem. A glimpse at the figures for school attendance will at times arouse astonishment as well as interest.

The Infant School

The infant schools, suffering from their cycles of epidemics, show the greatest statistical fluctuations. A test among children who were passing from the junior to the secondary modern schools showed that most of the children had had prolonged illnesses due to colds, measles and whooping

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cough, and in some cases, scarlet fever—diphtheria in that particular area having been eliminated. It used to be said that very few children had a straight two years in the infant school, where foundations are expected to be laid, and the argument was once seriously advanced that nursery schools and classes would at least afford the children the opportunity of completing the 'inevitable' cycle of ailments before entering the infant school proper to begin formal instruction in the three R's. . .

The incidence of illness is a serious obstacle to learning and makes great demands on the part of the teacher. Whether much of this illness can be avoided is another matter, but it is usually infectious and mercilessly sweeps through the school. But, despite all the help afforded to overcome the adverse economic and sociological factors by welfare in the guise of free meals, boots, clothes, clinics, camps, family allowances and other grants, there exists a comparatively low standard of attendance in some types of schools.

The Secondary Modern School

Allowing for the incidence of illness, the secondary modern school has much room for improvement, especially in the cases of the senior girls. The household drudge and the amateur nursemaid are still very much with us; the raising of the school leaving age to 15 plus, with all its embellishments, has not yet obliterated these relics of the 'good old days.' Daily absenteeism fluctuating round about 15 per cent. is one of the pointers to illiteracy. The 5 to 10 per cent. of absenteeism found in the junior school is evidently repeated with additions at a later stage in the secondary schools, which are non-selective. The other secondary schools have a much better record—the parents who feel they have made a sacrifice often denied to them in their own cases are out to see that their children reap the full advantages of selection.

Evidence of Illiteracy

From what quarters is the evidence of this allegation of illiteracy culled? Officers who censored the men's letters in the 1914-18 world war have been known to comment upon the lack of craftsmanship displayed in this letter writing, for letter writing, especially in the conditions and restrictions rendered necessary in a war, is a craft as well as an art. To write at length, often under great strain, without divulging information which might assist in discovering one's whereabouts or afford information to the enemy, might be a task beyond the comprehension of the average private soldier. Yet what remained was often mis-spelt and badly phrased, whilst a clear and concise epistle was like an oasis in a desert of incoherent verbiage. Again the character of the 'intelligence' reports forwarded to headquarters and the orders issued from that august centre often spoke volumes concerning the standard of verbal ability. But what else could be expected from men suddenly plunged into a turmoil of life and death, who had forgotten the art of letter-writing, because as in other spheres the well constructed sentences and the apt phrase do not easily roll off the assembly line unless that line is in constant motion. It is a fair statement to say that if a youth has passed through the schools and is then illiterate he is likely to remain so, unless there are special circumstances. But, although illiterate, he may shine in other directions, enough to secure him a good living.

World War II

In the last war, making allowances for neglect of practice in the writing of letters and reports many competent observers have averred that the standard compared with that of World War I was very much improved. In World War I it was not considered necessary to explain to the men the details of a proposed large scale attack, but in the last war Montgomery insisted upon this being done. He realized that the men were better schooled and able to appreciate the situations likely to arise.

Definition

Before we can really appreciate the actual standards of literacy it is necessary to define the needs of the average individual and this is not easy because needs vary with each individual. An adult person of an Intelligence Quotient equivalent to that of a child of 10 plus, may be able to read, write and cipher enough to buy and sell in a small way. Suggest to him a post which needs something intricate and he will decline it—he knows his limitations and if he needs help he knows he can get it from a Citizens' Advice Bureau or a lawyer. It would be interesting to ascertain the number of so-called illiterates who regularly complete their Thursday night pools and who possess the last words from the *on dit* columns of the clubs in the Football Leagues. Some folks advocate that the standard of literacy should include the ability to read a newspaper, but do not suggest which. Perhaps it is some consolation to know that the majority of the occupants of our jails are illiterates. Perhaps if they could read with judgment and discrimination they might realize that crime does not pay.

Technical State Scholarships, 1953

Arrangements for the award of 120 Technical State Scholarships to students from Technical Colleges and other Establishments of Further Education will be continued in 1953 on the same general lines as hitherto, says a Ministry Memorandum recently issued.

Most of the Scholarships will be offered to students who have obtained an Ordinary National Certificate or other qualification of equivalent standard and will enable them to pursue full-time Honours degree courses or courses of equivalent standard at Universities, University Colleges or Establishments of Further Education, and a limited number of awards may be made to enable suitable candidates who have obtained an initial qualification by part-time study to attend approved post-graduate courses.

Candidates must be recommended by (i) the Further Education Establishment at which they obtained their qualification and (ii) the Establishment at which they propose to take a post-graduate course. They must also give full particulars of the study or research which they intend to undertake.

The awards will be available for a minimum of one year and a maximum of three years, for study or research of an applied or technological nature.

Full particulars of the conditions of entry and method of application are given on Form 1 U.T. which together with forms of application (Form 2 U.T.) may be obtained from Principals of Establishments of Further Education or from the Ministry of Education (F.E.I(b)) Curzon Street, London, W.1.

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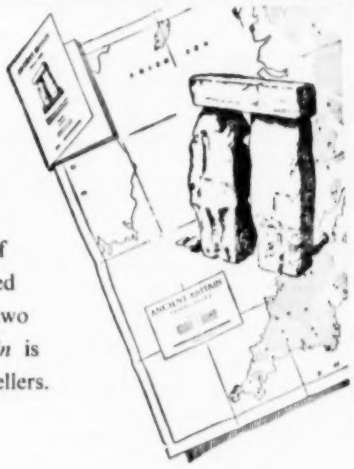

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Points from Parliamentary Questions

Replying to Mr. Gower, who asked how many local authorities in England and Wales, respectively, conduct evening classes for adult students; and how many students enrolled for such classes during the winter session 1951-52, Miss Horsbrugh said every local education authority in England and Wales provides evening classes which are or can be attended by adults. In the session 1951-52 there were 1,403,000 students over eighteen years of age, including 1,175,000 over twenty-one.

* * *

To a question by Mr. Morley who wanted to know how many local education authorities are planning to allow children to be employed in agriculture during term time this year, the reply was that ninety-eight local education authorities have been authorized to grant a limited number of exemptions from school attendance to children of thirteen and over to enable them to assist with the gathering of the potato crop if no other source of labour should be available, but that the Minister was unable to say how many are planning to grant such exemption.

* * *

In reply to a number of questions regarding school meals Miss Horsbrugh said she had asked local education authorities to furnish her with returns about the number of children taking meals on a day in June, and expected to receive these returns early in July.

* * *

Mr. A. Roberts asked the Minister how many university graduate qualified teachers are unemployed; and of these, how many hold degrees in mathematics or science. The reply was that on 14th May last there were registered as unemployed on the books of the appointments board jointly administered by the Association of Education Committees and the National Union of Teachers, forty-seven graduates who completed courses in 1952. Of these, two held degrees in mathematics or science.

* * *

On the subject of graduate teachers' pay Mr. G. Roberts asked the Minister if she would review the arrangements for considering scales of remuneration to graduate teachers so that the problem of attracting qualified staff to secondary schools, particularly to teach science, may be more effectively tackled.

Miss Horsbrugh replied that notice has been given to terminate on 31st March next the operation of the scales in the current Burnham Primary and Secondary Schools Report, and she had no doubt that in putting forward their recommendations for the scales to take effect after that date, the Burnham Committee will consider fully the position of graduate teachers.

* * *

Answering Mr. Morley who asked how many pupils were awaiting admission to special schools on the latest date for which figures are available; and how many of these pupils were educationally subnormal, Miss Horsbrugh said returns received from local education authorities showed that in December, 1952, there were 20,517 handicapped children awaiting vacancies in special schools, of whom 12,500 were educationally sub-normal.

The Shaftesbury Homes and "Arethusa" Training Ship have vacancies in their two residential schools for boys—Fortescue House, Twickenham (Primary) and Bisley School, near Woking (Secondary). Both schools are recognized by the local education authorities who appoint the teaching staffs. There are excellent recreational facilities, with large playing fields for sports of all kinds. Parents are assessed according to their means. Particulars from The General Secretary, Shaftesbury Homes and Arethusa Training Ship, 164, Shaftesbury Avenue, London, W.C.2.

FILM STRIP REVIEWS

COMMON GROUND, LIMITED

CGA 588—Fishermen of Europe.—It is gratifying to note the steady flow of strips especially suitable for the Primary school. The excellent Farmers of Other Lands series can now be supplemented with this first strip of the sea, planned to illustrate other methods of fishing than Herring Fishing (CGA 162) and Cod Trawling (CGA 419). We may contrast the widely different occupations of the Portuguese Grand Banks dorymen, the French sardine fishermen and the Cod fishermen of Norway. In each case a map shows the location of the fishing grounds and there are close-up portraits of typical fishermen. Methods of catching and dealing with the fish are well illustrated in the 32 frames.

* * * *

CGA 495—The Balance of Nature.—The second strip concerning "Man in the Living World" deals with modern foods and large scale production methods. Human biology of this kind is becoming increasingly popular and teachers will welcome the helpful approach to the subject provided in the strip. There is a wide range in the subject matter illustrated: rabbits in Australia, rotation of crops, fruit pests and pest control, infestation of stored products, parasites, sewage works, timber research, reclamation of derelict pasture and plant colonization of bombed sites. A very interesting account of the inter-relationships of living things. 27 frames.

* * * *

CGA 535—House Fly and Crane Fly.—This strip deals with an indoor an outdoor pest respectively. The life history of each is given in full. The photographic illustrations have been selected from many reliable sources and are of very high standard, though some of the technical terms on frames 9-11 will be needed by advanced students only. Frames 15-17 are concerned with flies similar in appearance to the House Fly and can be of little value to other than specialists with a microscope at their disposal. On the other hand the Blue Bottle might well have been included as an allied pest. The script deals at some length with details of life history and some useful reference books are listed. 29 frames.

* * * *

CGA 587—Farmers of the Americas.—Children have been very interested in previous strips of this series. They are able to compare the various methods dictated by local conditions and unconsciously realize the importance of environment on man. This strip deals with cattlemen of the Argentine, cotton growers of the Mississippi and grain farmers of the Prairies. Each section has a map and a 'close-up' of a typical farmer (this personal touch is much appreciated). The importance of mechanization in dealing with large tracts of land is well brought out in the illustrations. 37 frames.

* * * *

CGA 472—Northern Forests and Arctic. CGA 331—Ecuador, Colombia and Venezuela.—Two more strips in the excellent 'Regional Geography of the World' series, dealing respectively with North and South America. CGA 472 has sections dealing with logging and timber industries, fur trapping, mining and power and the Arctic. Logging and fur trapping have long been favourite subjects with children, and are generally well-covered in text-books, but many of the illustrations provided here form unique additional material. 40 frames. CGA 331 has sections dealing with relief and settlement, transport, agriculture and oil. The pictures, of the usual excellent standard, include the volcano Cotopaxi, a fine view of the gorge

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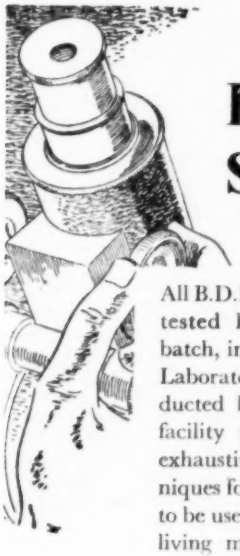

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through the Cordilleras, an Amazon headstream and the plateau valleys of the Ecuador; city views of Quito, Caracas and Bogota; while the main products dealt with are coffee and cocoa, sugar cane and bananas. 32 frames.

* * * *

CGA 593—Kent Fruit Farm and Hop Farm; Shropshire Rearing Farm.—The first of a new series, 'Types of Farms,' made in collaboration with the National Federation of Young Farmers' Clubs and the Association of Agriculture; and the pictures illustrate farms chosen for the Farm Adoption Scheme. Two farms are dealt with in each strip—the idea being to compare farms of widely different types. There are fifteen pictures of each type with sufficient blank frames between to provide two separate strips if necessary. In each case a relief map shows the position of the farm in Great Britain, followed by a large-scale plan of the farm itself and an aerial view. The illustrations show the varied activities and the text indicates six main differences in the farms. Many useful statistics are included in the script.

* * * *

CGA 500—The Spread of Christianity, Part 4.—This strip entitled 'World Wide' covers the period of expansion, 1800—1860. An introductory chart shows the periods of setback and recovery through the centuries, followed by the Missionary Awakening of 1790—1840. Sections deal with the abolition of slavery and the founding of the Missionary Societies. The main body of the strip concerns the pioneers in Asia, Africa and the Pacific, and other areas; their activities are summarized in a useful map. The remainder of the strip shows the remarkable progress made in 1858 in India, China and Japan; and the Oxford Movement and opening of Exeter Hall. 33 frames, with a very comprehensive script.

* * * *

EDUCATIONAL PRODUCTIONS, LIMITED

No. 5031—The Early History of Flight.—In these days of scientific progress when the modern schoolboy accepts new inventions as commonplace and regards them with almost indifference it is good to look back and realize the struggles of the pioneers. This strip takes us no further than 1909 and concerns the efforts of man to get up in the air, whether by balloon, airship or heavier than air machine. Many models are illustrated, including Caley's successful kite model of 1804. Andre's North Polar flight in 1897 is dealt with and the first Zeppelin figured. The strip rightly concludes with the achievements of Orville and Wilbur Wright and Bleriot's first Channel crossing. 43 frames.

* * * *

No. 5034—The Geography of South Africa. Strip 3—The Eastern Coastlands.—This strip includes the well-watered lands from Eastern Cape Province to the River Limpopo, and should be used in conjunction with previous strips as only the more specialized farming is dealt with here, in particular the orange and sugar crops. Native life is treated very fully, for in this region reservations provide more opportunity of featuring the rural native village and traditional way of life. Durban is dealt with as the main port of the area and four frames introduce Kruger National Park (well worthy of a strip to itself). Six maps are included among the fine variety of photographs. 41 frames.

* * * *

No. 5039—The Changing Face of the London Region. Strip 2—1800 to the Present Day.—This is essentially a strip for reference—it is not intended to be shown as a whole, so that criticisms that the strip is too full are unwarrantable. Many of the maps would need a lesson to themselves. Where else could one find so readily maps of London's bridges and tunnels, bus and tram routes old and new, Underground Railways and Green Line Routes, industrial areas, markets, and the London Plans? There are fine aerial views too, including Tower Bridge, Kingsway, Welwyn Garden City; Stratford, Great West Road, Thames-side (for industry); and the Queen Mary Reservoir. The size and functions of the capital city are well brought out and the 30 page script gives much useful information. 45 frames.

* * * *

No. 5037—The Care of the Teeth.—Perhaps the most useful part of this strip is the section dealing with correct brushing of the teeth—illustrated with both photographs and diagrams for emphasis. For Senior classes the sections naming the teeth and times of appearance will be interesting and diagrams showing progressive stages of decay will impress the necessity for care and regular attention. 22 frames.

* * * *

No. 5033—Timber—Strip 8: Woodworking Machinery.—A set of very clear pictures showing the uses of modern woodworking machinery, including types of bandsaw and crosscut saw; tenoning and mortising machines; boring, dovetailing and routing machines; sanding machines and types of cramp. Diagrams are given of the various types of mortise and tenon and dovetailing. The strip emphasizes the space saving and time saving made possible by modern methods. 36 frames.

* * * *

No. 5040—Les Precieuses Ridicules.—The third title in the Modern Language series compiled by Dr. J. T. Stoker. The author has given a lengthy introduction to the play by illustrating many allusions to things commonplace to audiences of 1659 but unknown to present day students. This sound preparation leads to a better appreciation of the play, most scenes of which are illustrated. The script is very full and extremely helpful to students. 43 frames.

Scholarships to Public Schools

Presenting his annual report at the speech day of Repton School, Mr. T. L. Thomas, the head master, advocated State Scholarships for public schools.

If the State was to offer 2,000 scholarships each year to public schools as it does to the universities he said, that would mean an average of ten boys each year. In his view it would be a start and would be worth trying.

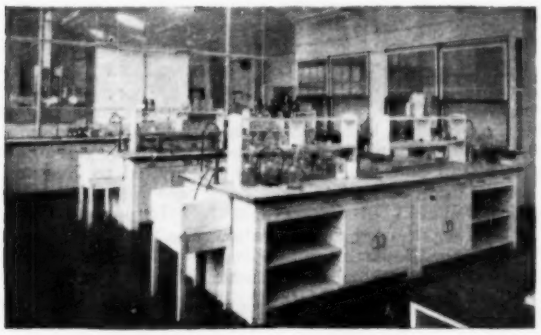
He added that provided the school could maintain its independence and its right to have the final say as to who should and who should not become members of the school, it was prepared to share what it had to offer with anyone who was likely to benefit from it.

At the moment, said Mr. Thomas, there are fourteen boys, out of a total of 477, from local education authorities, but for reasons of economy the local authorities had been forced to suspend the scheme for the time being.

Study Box on Educational Methods

Examples of work by Nottinghamshire school children are to be sent by the British Council to many overseas countries, particularly British Commonwealth and Colonial territories. They are included in the British Council's "study box" on "Educational Methods" to show the range and diversity of the work done in British schools and the initiative and resourcefulness of teachers.

The Director of Education for Nottinghamshire arranged for the schools in his area to send examples of their work for inclusion in the boxes. More than sixty schools have sent such things as exercise books each one marked with the age and name of the child, and there are some most attractive examples of craft work in wood and metal, of needlework and puppetry, as well as a number of school magazines and paintings and drawings by children in primary and secondary schools. Several schools have sent decorations for classroom walls, one of which illustrates 100 years of British costume by crayon cut-outs, each made by a different child and pasted on a black background.



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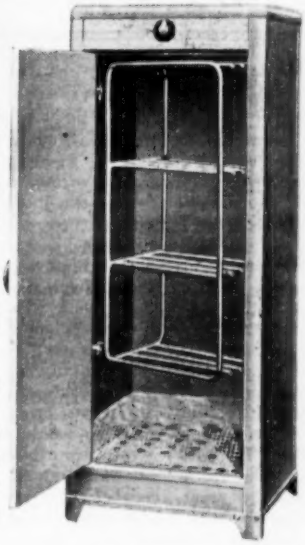

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BOOK NOTES

Mental Measurement, by Ruth Bowyer, M.A., B.Sc.(Econ)., Ed.B. (University of London Press for the University of Bristol Institute of Education, 2s. net.)

Here is something for which many busy teachers have long been waiting—a brief, clear presentation of the nature, technique and purpose of mental measurement. "The aim of this booklet," says the introduction, "is to survey for teachers the salient features of mental measurement which have established themselves in practice." There are brief, but surprisingly comprehensive sections on the four main types of tests: intelligence, educational, aptitude, and personality, and some very wise concluding remarks on the use—and abuse—of tests generally. Technical terms are clearly explained, illustrative examples are given and there is a carefully selected bibliography. This is surely what an institute of education, seeking to serve as a clearing house for ideas in education in its area, ought to be doing. The Bristol Institute has shown in its earlier publications, and notably in this latest addition, that it knows how to do this kind of thing very well indeed. Miss Bowyer's handbook will be most acceptable to all those teachers and social workers who feel that their energies are better employed in the field than in detailed theoretical study.—C.

* * * *

Kingsway English (Secondary Series, Books 1–4), by J. Edward Brown, B.A. (Evans' Brothers.)

The best friends of the new secondary schools are those head masters and their staffs who have set their faces against allowing them to become pale copies of the grammar schools with a standard set above the reach of the majority by a few late developers who can hope to attain one or two passes in the G.C.E. It is encouraging to see how excellently these pioneers of a new type of secondary education are being supported by the educational publishers. Each month brings some new "practical," "living," "pictorial" or "real" set of text-books from the press. This latest, by the Head Master of Archbishop Temple's School, Lambeth, is full of good things. "Children will not write well unless they write on topics that interest them" is his thesis, and his lessons are therefore based on topics which are known to interest boys and girls in the secondary modern schools, topics which are closely linked with their everyday lives. The range of these is wide, and the book touches on many fields—social studies, for example—beyond the usual scope of language or literature. The device of embodying much of the lesson material in the form of compositions by a schoolboy, John England, and his sister Mary, is well conceived and executed, and the visual approach, so necessary with this type of pupil, is given full attention in the numerous attractive illustrations. There is a refreshing atmosphere of reality throughout, the atmosphere of a good school. There are no purely academic "exercises in English"; everything grows out of the pupil's needs as these are revealed in the course of work made to seem worthwhile for its own sake. One word of criticism: such first-rate material would have merited a stiff cover—even at the risk of a somewhat higher cost.—C.

* * * *

Studies and Impressions, 1902-1952. (Evans' Brothers, for the University of London Institute of Education, 15s. net.)

The University of London Institute of Education occupies a unique position, partly because it has served as the model for similar institutions elsewhere in this country and partly because it has accepted responsibilities and commitments far beyond the limits of a purely regional college. A survey of its fifty years of life is, therefore, of more than domestic interest, it is an important chapter in the history of British education. The Institute has marked its jubilee with two volumes—the first, a series of public lectures on its growth and development, has already been noticed in these columns. The second is a much more intimate affair. Present and former staff and students have been invited to give their personal impressions, and they have been joined by others from the many bodies with whom the Institute works—the L.C.C., the Ministry of Education, the London Training Colleges, the Department of Education at King's College. The result is a vivid and very human picture. To those who know or knew the Institute at first-hand, or, as with the present writer, viewed it from the detached vantage-point of King's in the Strand, the book is a fascinating quarry from which to dig out other people's impressions and memories and compare them with one's own. But it has succeeded in becoming something more than a family album; the personalities, the problems, the achievements are given a wider significance, and what might have been a mere collection of random jottings emerges as the biography of a living organism with high ideals of scholarship and public service. Certainly a volume which no one interested in the history of education in this country in the first half of this century can afford to ignore.—C.

* * * *

International Yearbook of Education. (Unesco, 13s. 6d. net.)
Access of Women to Education. (Unesco, 8s. 6d. net.)

To read through these and similar surveys is to find for oneself a sufficient answer to those who doubt the value of Unesco. How far actual practice in some of the more backward countries comes within reach of the high ideals and pious aspirations here recorded may be open to question. But that the ideals are held at all and the aspirations formulated says much for the standard being set, largely by the influence of Unesco, throughout the free world. Some contributors are quite frank in their admission that, for example, economic conditions make it difficult for girls to stay on at school as long as could be wished. Others present a rosy picture which assorts ill with first-hand experience of conditions in the countries to which they refer. But by and large the picture is encouraging. Everywhere there is the same expression of faith in the value of education, the same determination that it shall be as widely available as possible. We may perhaps smile at the naive juxtaposition, in the Turkish report, of two such principles as: "Education helps to maintain national solidarity and battle against prejudicial ideologies," and "Care is taken to ensure respect for freedom of thought"; but with the vision of America's witch-hunting before our eyes we may be tolerant of any Turkish lapse from pure democracy. The introductory surveys in both volumes give a valuable and succinct impression of the state of education throughout the non-Soviet world. The problems to be solved show a surprising uniformity, and there is much to be learned from the various ways in which these are being tackled in different countries. Administrators, in particular, will find here much to ponder over, while both volumes will take a useful place in the libraries of training colleges and education departments where comparative education is a subject of study.—C.

* * * *

Aspects of Geography Teaching in School, by James Walker, M.A., Ph.D., F.R.G.S. (Oliver and Boyd, 7s. 6d. net.)

It is fatally easy for the teacher, absorbed in the busy day-to-day, term-by-term routine of the classroom, to lose sight of the wood for the trees. And yet, unless he has a clear conception of what he is trying to do and why, his work must be that of the mere journeyman rather than that of the master craftsman. The setting of a subject of the curriculum against a wider educational or philosophical background

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must, therefore, serve a useful purpose. But Dr. Walker's book does much more than this; it offers to the geography teacher, whether in training or already out in the schools, a rich collection of stimulating ideas on course and lesson planning and teaching aids and techniques, all aimed "to make this subject more attractively profitable in class through increasing interest and understanding." It will provide the young teacher with an excellent introduction to current aims and methods in the teaching of this subject.—C.

* * * *

Correct English for Young Writers, by Basil Mager. (Newnes.)

This book, published first a year or two ago by Gillespie Inventions Co., is really an extended marking code for written work in English, by which the teacher underlines the errors and indicates by a number in the margin the section in the pupil's printed book dealing with the errors. The method has the advantage of throwing on the pupil the task of discovering the nature of his own errors. The necessity of treating all errors in a succinct form has led to some superficiality and the inclusion of some errors mainly because they lend themselves to brief treatment. But most of the beginner's habitual difficulties are here, and a teacher, harrassed by the sheer bulk of marking in large classes, might well find it a boon indeed. Learning to handle the book would, in itself, be a useful exercise in self-reliance for the pupil.—C.

* * * *

Practical Arithmetic for Girls, by R. E. Harris, B.Sc. (Macmillan, 4s. 6d. net.)

If the final year in the secondary modern school is to be fruitful—or indeed tolerable—the work done must not only be useful, but must also *appear* to be useful to those for whom it is planned. A mere reploughing of familiar furrows is to provoke indifference or positive antagonism among boys and girls who are already hankering after the wider world of earning. It is the practical application of this now generally accepted truth which gives this course in arithmetic for girls its particular value. "You will soon be leaving school now and going out to work" it begins, and then deals in successive chapters with such problems as earning, spending, saving, home budgeting, housing, homecrafts, rates and taxes, in so far as they involve arithmetic. The lessons and exercises are all based on the practical situations confronting a girl in the early post-school years. Formal arithmetic (fractions, multiplication of money, etc.) is treated in an easy-reference appendix to which the pupil is directed from the main sections as occasion demands. In other words, arithmetic is studied not as an end in itself, or as a school "subject," but as an essential skill in meeting the day to day problems of adult life. It is an unavoidable weakness that rapidly rising prices are already making some of the examples sound like wishful thinking, but this can be adjusted in future editions—for which one feels sure there will be a demand.—C.

* * * *

Physical Education Methods for Elementary Schools. Second Edition, by E. L. Sehon and M. H. Anderson. (W. B. Saunders, 22s. 6d. net.)

When a progressive Director of Education admits over the radio that activity methods have perhaps been carried a little too far, the pendulum can indeed be said to be swinging. There is one field, however, in which no one would question the appropriateness of directed natural activity. The day of the massed "knees bend" drill in the railing-enclosed yard has gone for ever, and the physical training specialist is well aware of the wide social and psychological as well as the purely physical aspects of his work. Some useful books have appeared recently in this country to aid him in planning his programmes, particularly at the secondary school stage, but nothing so comprehensive has been done here for the primary school as this American production from the University of California, first issued in 1948 and now in its second edition. With characteristic thoroughness, it covers the widest possible field, including folk singing and folk dancing and even social and tap dancing. The planning, the integration, the "programs" may appear a little over elaborate for our simpler English taste, but there is a wealth of carefully thought out and well tried material here into which the P.T. or games specialist can quarry with advantage. A useful addition to the Training College library.—C.

* * * *

A Handbook of Choral Technique, by Percy M. Young. (Dobson, 5s. net.)

Choral singing has lost something of the interest and enthusiasm it aroused in this country a generation ago. This, Dr. Young feels, is a matter for regret; he sees choral work as a potent civilizing and cultural experience. In this brief guide he sums up wittily and readably his conception of the choirmaster's business. Beginning with the qualities he requires in the prospective chorister, he goes on to discuss the formation of a choir, the technique of conducting, the planning of programmes, and so on. The author's scholarship and experience are carried lightly; here is a book that all concerned with choral technique will read with enjoyment and profit.—C.

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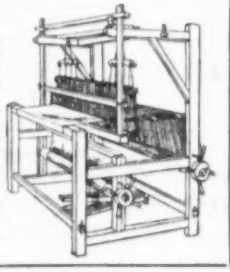

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The Royal Society of Arts announce an offer of prizes, amounting to £2,250, in this year's Industrial Art Bursaries Competition. The prizes take the form of travelling bursaries of £150 each, and are open to students who intend to take up industrial designing as a career. The closing date for entries is October 12th.

The Annual Report of the Surrey County Library states that the number of loans of books to borrowers continues to rise, and this year has reached a record issue of 5,348,411, an increase of 5 per cent., which is mainly due to the expansion of work at Urban branches, all of which without exception show increased issues. The branches taken together account for 4,405,545 issues out of the total, and the Centres administered by honorary librarians made 901,138 issues.

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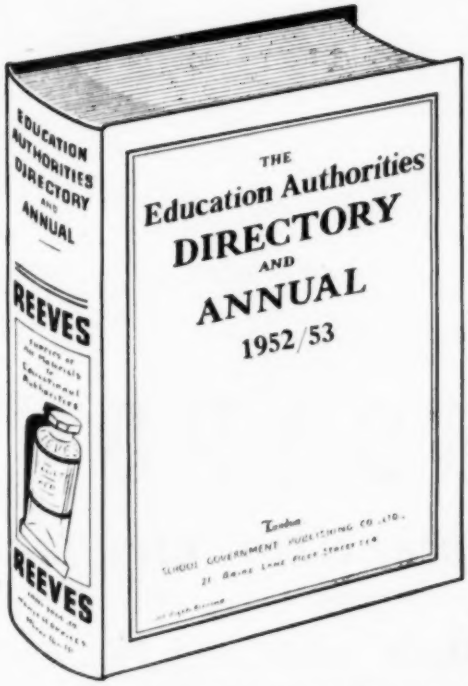

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